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ABSTRACT

Information is presented reflecting the process of planning at New Mexico Junior College (NMJC). First, the NMJC mission statement highlights the college's goals of providing opportunities for individuals, communities, and business and industry within the framework of a comprehensive community college. Next, NMJC's continuous objectives and specific objectives for 1983-84 are presented, with reference to the college master plan. Then, the planning principals for the next 3 years are outlined, including the conception of planning as a process; the involvement of staff in the broad based planning effort; the planning procedures; and the results. The following section presents the the steps involved in the planning cycle for upgrading of NMJC's computer system, including an analysis of existing conditions, objectives, and methods of attaining these objectives. Graphs depicting various aspects of the planning model are included throughout the paper. (HB)

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CRITICAL ISSUES

Seminar

Institutional Response through Strategic Planning

by Robert A. Anderson Jr.
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Hobbs, New Mexico

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JC 840 236

New Mexico Junior College
Briefly Speaking
1983-84

Location	Southeastern New Mexico — Lea County
Economy of service area	Oil/gas industry — Ranching/farming
District	Public junior college district composed of the school districts of Eunice, Hobbs, Lovington, and Tatum
Size of district	3,600 square miles
Size of campus	243 acres
Number of buildings	14
Buildings floor space	243,910 gross square feet
Value of campus	20 million
Tax base of college district:	1.3 billion
Present college tax rate	.004 mills
Potential college tax rate	.005 mills
Operational budget	5.546 million
Financial support	Local millage — Tuition and fees — State aid — Federal funds — NMJC foundation
Operational cost per student FTE	1975-76 ..... $2,010
	1976-77 ..... $2,309
	1977-78 ..... $2,800
	1978-79 ..... $3,010
	1979-80 ..... $3,200
	1980-81 ..... $3,350
	1981-82 ..... $4,357
	1982-83 ..... $4,200
	1983-84 (estimate) $4,085
Students served	123 headcount in Area Vocational High School
	2,570 headcount in degree programs
	14,900 continuing education program
	31,000 community service participants
	1,333 full-time equivalency
Number of employees	148 full-time:
	professional — 86 full-time
	— 55 part-time
	classified — 62 full-time
	200 part-time continuing education (non-credit)
Academic/vocational mix:	60:40
Faculty/student ratio	1 to 17
College district established	July 1, 1965
First class	September 19, 1966
First graduation class	May 31, 1968
North Central Association Accreditation	April 8, 1970
Re-affirmation	July, 1976

2/22/84

NMJC Mission Statement

The mission of New Mexico Junior College is to provide a variety of life-long learning opportunities for the people of the service area. Taking into consideration the educational and cultural diversity of the population as well as the needs of communities, business, and industry, an appropriate array of high quality learning experiences will be offered throughout the service area insofar as resources will allow.

The College intends to provide opportunities for:

Individuals
— Personal growth and development
— Job/Career entry skills development and/or upgrading
— Transfer to other institutions
— Professional development

Communities
— Community service
— Community enrichment

Business and Industry
— Manpower training
— Professional and technical development

New Mexico Junior College recognizes its unique status in New Mexico as the original institution of higher education created under the provisions of the 1963 Junior College Act. As a comprehensive community college with a locally elected and autonomous governing board, NMJC is aware of the many formal and informal influences that affect the college in the accomplishment of its mission and goals.

Goals

NMJC Board

The Board of New Mexico Junior College will carry out its legal responsibility by adopting policies governing instructional development; student development and welfare; staff development and welfare; community development including business and industry; institutional accountability through research, planning, and evaluation; and management of the fiscal, personnel, and facilities resources.

The Board is committed to serving the various constituencies it represents by being informed about national, state, and local community college concepts; setting the philosophical direction of NMJC; and supporting the activities, services, and programs in operation at the College.

Instructional Programs

New Mexico Junior College is committed to the concept of life-long learning. Learning and support service experiences will be created in an attempt to serve the educational needs and wishes of the service area including those who are educationally handicapped or disadvantaged; those who are occupationally unskilled or underskilled; and those who desire avocational, recreational, or continuing education activities. College programs will be developed that address needs for transferring to other institutions; general education; job/career entry and upgrading; community services; and professional/technical development. These programs will include remedial through gifted instruction; personal development in assessing life and career goals; and alternative learning options in addition to traditional instructional delivery modes. The College will seek opportunities to cooperate with business and industry in developing manpower training programs.

Support Services

New Mexico Junior College is committed to providing a variety of support services. When feasible, NMJC will cooperate with individuals, groups, organizations, businesses, and agencies for the development and enhancement of support services which are available to the college and its service area.

Staff

New Mexico Junior College is committed to the hiring, development, and retention of highly qualified people who are trained and have skills in the area of their appointed responsibility; who demonstrate the basic characteristics of understanding and supporting community college concepts; who understand the demographics of the service area; and who show a willingness to work in harmony and cooperation with others toward accomplishment of the institutional mission.

Facilities

New Mexico Junior College is committed to providing the facilities necessary to support the mission of the institution throughout the service area as resources will permit. Such support will be realized through construction, lease, purchase, and sharing. It is the intent of the college to make its facilities available to the service area public as scheduling will allow.

Planning and Evaluation

New Mexico Junior College is committed to using systematic processes in planning for the future needs of the institution and in evaluating financial resources, programs, support services, personnel, and facilities.

New Mexico Junior College Objectives
1983-1984

CONTINUOUS:	Master Plan Ref. No.	Page No.
Implement Mission of College . Interpret to faculty, staff, students, and service area . Orient new and part-time employees	6.11	149
Improve Communications and Team Building Throughout Institution	6.1	149
Evaluate All Areas of College for Productivity	6.1	149
Initiate 1983 Five Year Master Plan		
Refine the Performance Appraisal/Salary System	6.21	150
Monitor and Evaluate Computer Hardware and Software Systems	6.36	155
Expand NMJC District to Include All of Lea County	5.14	147
Improve Communication Throughout Service Area	6.2	150
Emphasize Quality Through All College Operations	6	148

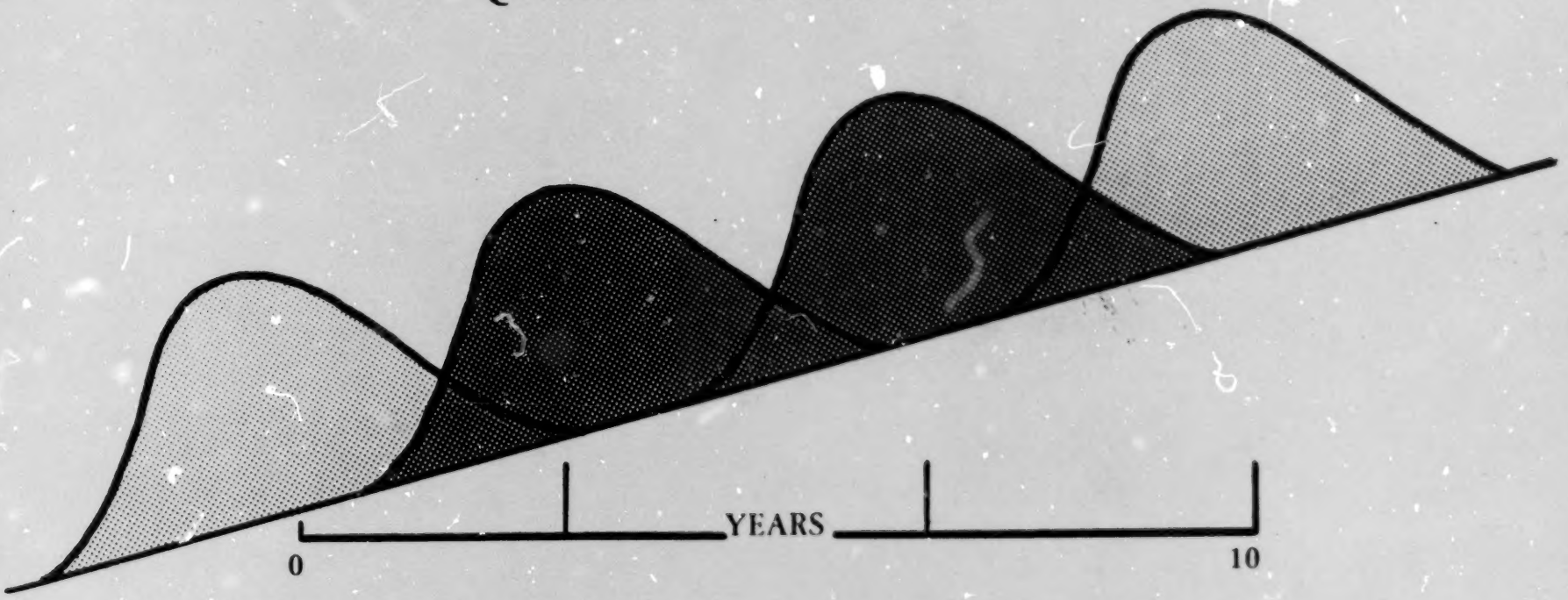
SPECIFIC:	Date of Accomp.	Master Plan Ref. No.	Page No.
Explore the Need and Feasibility for Student Housing	1983-84	3.6	131
Design Strategy for Coordinating Assistance to Business and Industry . Focus on National Small Business Training Network . Focus on Business Industry Council . Develop Research Library for Business and Professional People	1983-84	2.11	127
Develop a Plan for Providing Services to Off-campus Sites	1983-84	5.13	147
Define, Develop, and Implement a Management Information System Utilizing Interrelated Institutional Data Base . Institute an integrated student follow-up system	1983-85	3.73	134
Update Capital Equipment Inventory System	1983-85	6.36	155
Implement a Developmental Studies Program	1983-85	1.31	121
Create Architectural Design for new Building(s)/Add-ons and Conduct Bond Election	1983-85	9.11	158
Prepare for Institutional Self-study and NCA Visitation	1983-86	8	156
Increase the Percentage of Recent High School Graduates attending NMJC	1983-86	3.72	133
Develop a Functioning Television System and/or Educational Microwave Network for the Delivery of Educational Services	1983-86	4.23	139

PLANNING/SELF-EVALUATION MODEL

TYPICAL COMMUNITY COLLEGE QUALITY OF INSTITUTION

PLANNING/SELF-EVALUATION
NEW MEXICO JUNIOR COLLEGE

QUALITY OF INSTITUTION



1973-74	1977-79	1982-83	1984-85
NCA	ACE	ACE	NCA
Self-Study	Report	Report	Self-Study

▩ Energy/Resources Spent on Self-Evaluation

OBJECTIVE STRATEGIES RESOURCE REQUIREMENTS

Planning for the Next Three Years

I. Planning is a Process.

Where are we now?

What is our mission or purpose?
What is our financial history?
What external factors affect us?
. Who is our competition?
. Our customers/clientele/students?
What internal factors affect us?
. What are our weaknesses/strengths?
Where are we?
. Status report

Where do we want to go?

How fast do we want to grow?
What geographic/service area coverage do we want?
What programs/offerings/activities do we want?
What is our target market?
What organizational and management approach do we want?
What image do we want?

How do we get there?

What are the steps necessary to reach our objectives?
What are the priorities?
What the the required commitments of people and funds?
What should be accomplished within one year? Two years? Three years?
Outline the direction for the next year's results; the second and third years'.
. Use past performance as a guide or a product.
Is the plan realistic? (very important question)
How will we monitor the results of the action on the plan?
How will we monitor internal and external changes?
Stay flexible. Plans will change. But, don't lose sight of your specific objective.
What help do we need and where can we get it?
. Network

II. NMJC Continuously involves staff in the broad based planning effort.

All full-time Staff:
. Administrative
. Faculty
. Classified

Invited to participate in one of six planning units over a three day period, under the direction of Dr. Richard C. Richardson, Professor of Higher Education, Arizona State University, and Dr. Larry Leslie, Professor of Higher Education, University of Arizona.

Units included:

Group I	— Instructional Resources Center
Group II	— Physical Education/Athletics
Group III	— Administrative/Support Staff
Group IV	— Arts/Business/Humanities
Group V	— Occupational/Career/AVHS
Group VI	— Health/Science/Engineering

III. Procedure

Step I Each group was given overview of mission, goals, priorities followed by a brief discussion of the institutional planning sessions.

Step II Groups divided into teams and were asked to respond to the following:
"What objective, if accomplished by this group over the next three years would contribute the most in achieving the mission goals, and priorities for New Mexico Junior College?"
. Work period
. Team generated objectives were written on poster sheet

Step III Groups reconvened:
to discuss, clarify, and eliminate duplications
to merge objectives developed by team

Step IV Consolidated list of objectives were prepared by groups
each group ranked objectives into one of three priorities:
. high
. medium
. low

Step V After creation of list of ranking objectives, groups broke into teams and were asked to identify strategies necessary for achieving objectives and requirements resources and the evidence that would be achieved.
objectives were defined as measurable or semi-measurable outcomes
strategies were defined as specific activities
resources include:
. Staff
. Facilities
. Equipment
. Operational Cost

IV. Results

Product of this planning process is generation of a three year plan of action for NMJC that includes objectives, strategies, priorities, and evidence of achievement. A high percentage of all full-time NMJC staff participated in this planning process and made an important contribution to "making institutional future happen on purpose".

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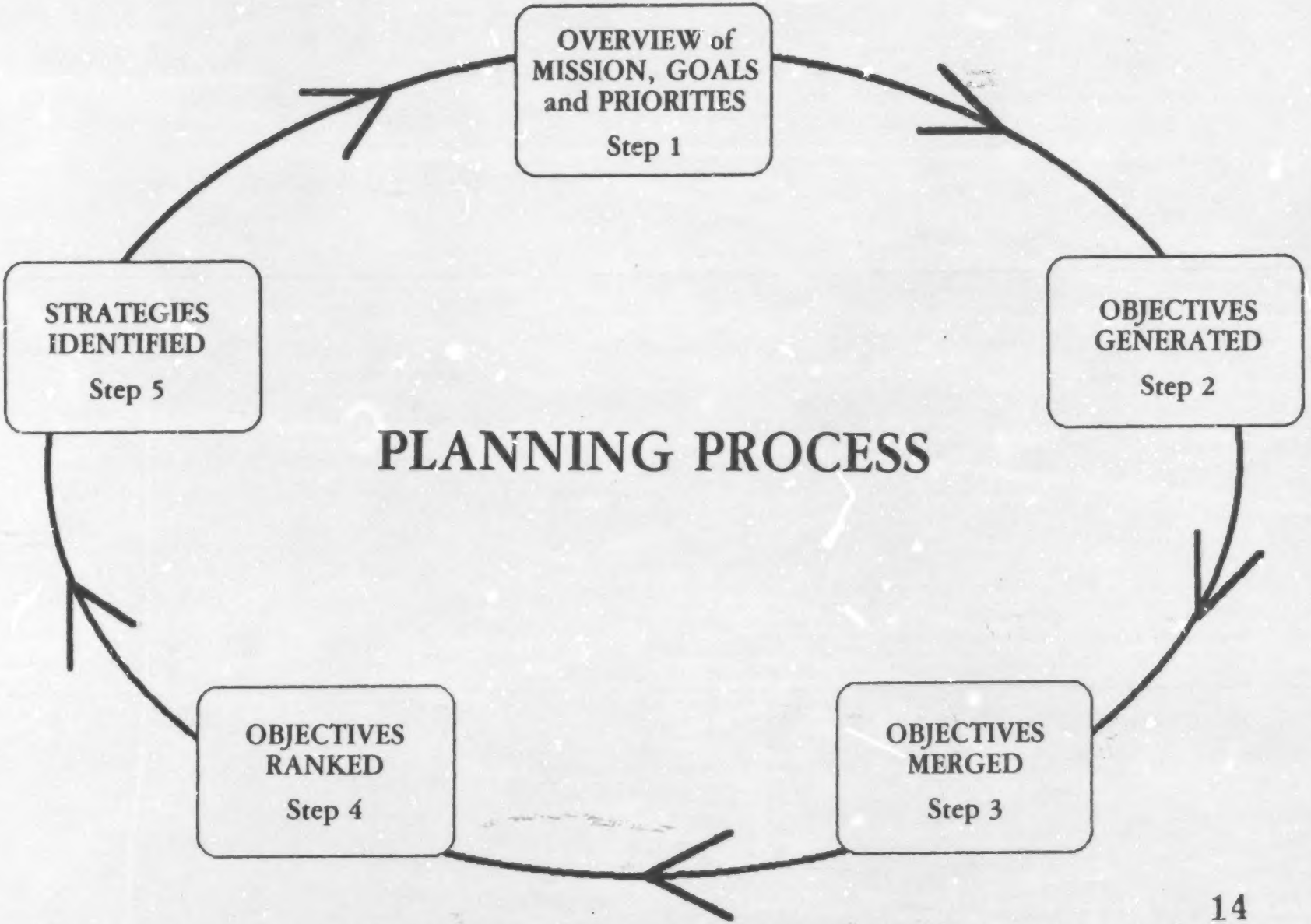
OVERVIEW of MISSION, GOALS and PRIORITIES
Step 1
OBJECTIVES GENERATED
Step 2
OBJECTIVES MERGED
Step 3
OBJECTIVES RANKED
Step 4
STRATEGIES IDENTIFIED
Step 5
PLANNING PROCESS

MISSION AND ROLE OF SMALL/RURAL COMMUNITY COLLEGES

Scope

The mission and role of small/rural community colleges has remained constant over the years, that is, to provide a variety of appropriate learning opportunities for the citizens of their service areas. However, the scope of the mission and role has changed significantly and will continue to do so in a dramatic manner in the foreseeable future.

Role

Small/rural community colleges are typically in settings that make them highly visible. They play an integral role in the day-to-day activities of a significant percentage of the service area businesses, agencies, families, and individuals. Because they also have such an impact on the financial, political, and over-all educational structure of their service areas, perpetuation of solid traditions should be coupled in a sensitive manner with judicious approaches to fast-track, high-tech training opportunities required of the future.

Function

The predominant function of the community college has become and will be in the future, to provide lifelong continuing education for part-time, adult learners with no significant decrease in emphasis on the multi-track programs of transfer, vocational, or general education for the traditional recent high school graduate.

Direction Factors

At a time when societal evolution calls for immediate and accurate training support for its citizenry, there are several factors which play a major role as consideration is given to the operational direction of the comprehensive community college. Among those which must be given attention are:

Enrollment

1) declining enrollments in the traditional age categories of those who have typically attended post-secondary institutions while experiencing a dramatic increase of the older, part-time adult learner,

Manpower Training

2) continual and expanding needs of business and industry for specific manpower training with demands for educational services at a convenient time, place, and at reasonable cost both to companies as well as the individual learner, and

Competition

3) the impact of escalating taxes assessed by all public, state, and federal agencies and the hard realization that the community college is only one public service of many which is clamoring for financial attention.

Recommendations

Recommendations for small/rural community colleges in addressing the socio-economic factors identified above are the following:

Relevance

1) an on-going process of "relevance assessment" be instituted to insure that quality learning experiences, within the curriculum and support programs are being provided and that a formal assessment occurs every 4-5 years which provides the basis for continuation or modification of the institution's mission and goal statement,

Plan and Evaluate

2) a master plan for programs, facilities, and staff development be used as the foundation for the institutional mission and goal statements. Included should be a method for evaluating whether or not the institution is accomplishing what it purports to do,

Response

3) a concerted effort be made to incorporate manpower training cooperative programs in concert with the business and industrial community in the service area with attention also given to regional and state-wide needs as opportunities are discovered or offered,

Cooperate

4) a plan of action for integrating the resources of the institution (people, programs, and facilities) with other primary community agencies be evoked to insure cooperation in the wise and efficient utilization of the taxpayer's dollar,

Public Awareness

5) formulate strategies to keep the public continually apprised of the many opportunities available to them at the college and then once they are involved do everything possible to help them meet their initial goals while developing new and enriching future goals,

Involvement

6) rise to the occasion and expectation of the public that the college is a predominant force in the future of the community by encouraging college employees to actively and positively participate within the community while at the same time making the people of the community understand that they have open access to their college and,

Purpose

7) instill within the total institution that the purpose of their existence and that of the college is providing opportunities for learning.

Service Attitude

Small/rural community colleges, in attempting to provide their service area constituencies with as many services as possible, insofar as resources will allow, must constantly be aware of changes in the socio-economic environment which will require responsive change in curriculum, support programs, and in delivery systems. Accomplishment of such modification requires a sensitive, responsive faculty and staff attuned and committed to the needs of individuals, business and industry, and society-at-large. These professionals must believe that their basic philosophy and concomitant attitude is that of service.

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Hobbs, New Mexico
April, 1983

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